



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Tripp Middle School

SAU: RSU 52/MSAD 52

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2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 07



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	169	167	99	69	68	66	7	62	25	6	161	6	0
	2011-2012	149	147	99	77	77	70	10	67	18	5	143	4	0
Female	2010-2011	78	76	97	71	71	73	11	61	18	11			
	2011-2012	71	70	99	79	79	75	14	64	19	3			
Male	2010-2011	91	91	100	67	66	59	4	63	31	2			
	2011-2012	78	77	99	75	75	65	5	70	18	6			
Caucasian/White	2010-2011	159	157	99	68	67	67	8	61	26	6			
	2011-2012	144	143	99	76	76	71	10	66	19	5			
African American/Black	2010-2011	3	3	100			43							
	2011-2012	0	0				52							
Hispanic	2010-2011	6	6	100			52							
	2011-2012	2	2	100			66							
Asian or Pacific Islander	2010-2011	0	0				64							
	2011-2012	2	2	100			73							
American Indian or Native Alaskan	2010-2011	1	1	100			61							
	2011-2012	1	0	0			60							
Economically Disadvantaged	2010-2011	72	70	97	53	52	52	1	51	36	11			
	2011-2012	71	69	97	74	74	59	4	70	17	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	43	42	98	36	34	25	2	33	45	19			
	2011-2012	34	32	94	41	41	30	<1	41	38	22			
Limited English Proficient	2010-2011	4	4	100			40							
	2011-2012	2	2	100			51							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 08



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	162	159	98	75	75	72	6	69	25	1	155	4	0
	2011-2012	162	161	99	81	80	77	20	61	14	5	158	3	0
Female	2010-2011	73	72	99	82	82	78	8	74	18	<1			
	2011-2012	72	72	100	82	82	83	28	54	14	4			
Male	2010-2011	89	87	98	69	69	68	3	66	30	1			
	2011-2012	90	89	99	80	79	71	13	66	15	6			
Caucasian/White	2010-2011	159	156	98	75	75	73	6	69	24	1			
	2011-2012	154	153	99	80	80	78	20	61	14	5			
African American/Black	2010-2011	0	0				52							
	2011-2012	3	3	100			54							
Hispanic	2010-2011	3	3	100			67							
	2011-2012	4	4	100			71							
Asian or Pacific Islander	2010-2011	0	0				84							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	1	1	100			66							
Economically Disadvantaged	2010-2011	67	66	99	61	61	61	6	55	38	2			
	2011-2012	65	65	100	71	71	66	11	60	20	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	33	32	97	38	38	32	<1	38	59	3			
	2011-2012	39	39	100	49	49	38	3	46	38	13			
Limited English Proficient	2010-2011	1	1	100			49							
	2011-2012	5	5	100			50							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 07



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	169	167	99	59	58	58	15	44	21	20	166	1
	2011-2012	149	147	99	63	63	61	18	45	20	17	143	4
Female	2010-2011	78	76	97	53	53	59	14	38	18	29		
	2011-2012	71	70	99	63	63	60	17	46	17	20		
Male	2010-2011	91	91	100	64	62	58	15	48	23	13		
	2011-2012	78	77	99	64	64	61	19	44	22	14		
Caucasian/White	2010-2011	159	157	99	59	58	60	15	43	21	20		
	2011-2012	144	143	99	63	63	62	19	44	20	17		
African American/Black	2010-2011	3	3	100			29						
	2011-2012	0	0				34						
Hispanic	2010-2011	6	6	100			44						
	2011-2012	2	2	100			52						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	2	2	100			65						
American Indian or Native Alaskan	2010-2011	1	1	100			52						
	2011-2012	1	0	0			47						
Economically Disadvantaged	2010-2011	72	70	97	39	38	44	7	31	21	40		
	2011-2012	71	69	97	58	58	47	12	46	19	23		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	43	42	98	21	20	22	<1	21	17	62		
	2011-2012	34	32	94	28	28	25	<1	28	22	50		
Limited English Proficient	2010-2011	4	4	100			33						
	2011-2012	2	2	100			37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 08



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	162	159	98	62	62	59	16	46	23	15	155	4
	2011-2012	162	159	98	55	55	60	14	41	26	18	158	1
Female	2010-2011	73	72	99	53	53	58	13	40	32	15		
	2011-2012	72	71	99	55	55	62	11	44	24	21		
Male	2010-2011	89	87	98	70	70	60	20	51	15	15		
	2011-2012	90	88	98	56	56	58	17	39	28	16		
Caucasian/White	2010-2011	159	156	98	63	63	60	17	46	22	15		
	2011-2012	154	151	98	56	56	61	15	41	26	19		
African American/Black	2010-2011	0	0				32						
	2011-2012	3	3	100			32						
Hispanic	2010-2011	3	3	100			49						
	2011-2012	4	4	100			48						
Asian or Pacific Islander	2010-2011	0	0				71						
	2011-2012	0	0				67						
American Indian or Native Alaskan	2010-2011	0	0				52						
	2011-2012	1	1	100			42						
Economically Disadvantaged	2010-2011	67	66	99	50	50	44	9	41	24	26		
	2011-2012	65	64	98	39	39	45	5	34	33	28		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	33	32	97	28	28	22	6	22	19	53		
	2011-2012	39	37	95	11	13	21	<1	11	27	62		
Limited English Proficient	2010-2011	1	1	100			32						
	2011-2012	5	5	100			31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 08



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	157	156	99	77	77	71	21	56	18	5	152	4
	2011-2012	156	155	99	74	75	72	26	48	19	7	153	2
Female	2010-2011	68	68	100	68	68	69	15	53	21	12		
	2011-2012	70	69	99	65	65	70	17	48	25	10		
Male	2010-2011	89	88	99	84	84	73	26	58	16	<1		
	2011-2012	86	86	100	81	82	74	33	49	14	5		
Caucasian/White	2010-2011	155	154	99	77	77	72	21	55	18	5		
	2011-2012	148	148	100	74	74	73	25	49	19	7		
African American/Black	2010-2011	0	0				46						
	2011-2012	3	3	100			42						
Hispanic	2010-2011	2	2	100			59						
	2011-2012	4	3	75			62						
Asian or Pacific Islander	2010-2011	0	0				73						
	2011-2012	0	0				69						
American Indian or Native Alaskan	2010-2011	0	0				61						
	2011-2012	1	1	100			60						
Economically Disadvantaged	2010-2011	61	60	98	73	73	60	22	52	20	7		
	2011-2012	51	50	98	54	54	60	14	40	34	12		
Migrant	2010-2011	0	0										
	2011-2012	0	0				40						
Students with Disabilities	2010-2011	29	28	97	54	54	41	21	32	36	11		
	2011-2012	30	30	100	33	38	41	7	27	47	20		
Limited English Proficient	2010-2011	1	1	100			39						
	2011-2012	5	4	80			37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 99	E: 99 M: 99	80	E: 68 M: 78	E: 70 M: 73	98	E: 100 M: 99	E: 99 M: 99	55	E: 63 M: 61	E: 65 M: 62	95	95	95
Caucasian/White	99	E: 100 M: 99	E: 100 M: 99	79	E: 69 M: 78	E: 71 M: 74	99	E: 100 M: 99	E: 99 M: 99	55	E: 64 M: 61	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	99	E: 99 M: 99	E: 99 M: 99	69	E: 58 M: 72	E: 60 M: 62	98	E: 100 M: 98	E: 99 M: 99	38	E: 53 M: 48	E: 52 M: 48			
Students with Disabilities	97	E: 98 M: 97	E: 98 M: 98	45	E: 29 M: 44	E: 34 M: 34	94	E: 99 M: 95	E: 98 M: 98	11	E: 33 M: 22	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Tripp Middle School
SAU: RSU 52/MSAD 52



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	14	8	7	1	3	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.